TWENTY-THIRD ANNUAL REPORT

OF THE

INSPECTOR OF PRISONS AND PUBLIC CHARITIES

UPON THE

ONTARIO INSTITUTION

FOR THE

EDUCATION OF THE BLIND

BRANTFORD

BEING FOR THE YEAR ENDING 30TH SEPTEMBER

1894.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY

TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &c., 68 AND 70 FRONT STREET WEST.
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OFFICE OF THE
INSPECTOR OF PRISONS AND PUBLIC CHARITIES, ONTARIO,
PARLIAMENT BUILDINGS, TORONTO, November, 1894.

SIR,—I beg to transmit herewith the Twenty-third Annual Report upon the Institution for the Instruction and Education of the Blind, at Brantford, for the year ending 30th September, 1894.

I have the honor to be, Sir,
Your obedient servant,

T. F. CHAMBERLAIN,
Inspector.

THE HONORABLE J. M. GIBSON, M.P.P.,
Provincial Secretary.

PROVINCE OF ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD.

TWENTY-THIRD ANNUAL REPORT

OF THE

INSPECTOR OF PRISONS AND PUBLIC CHARITIES

OF THE

PROVINCE OF ONTARIO.

PARLIAMENT BUILDINGS,
TORONTO, November, 1894.

To the Honorable GEORGE AIREY KIRKPATRICK, *Lieutenant-Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOR:

I have the honor to submit herewith the twenty-third Annual Report upon the Institution for the Education of the Blind at Brantford, for the year ending 30th September, 1894.

I have the honor to be,
Your Honor's most obedient servant,

T. F CHAMBERLAIN,
Inspector.

ONTARIO INSTITUTION FOR THE BLIND, BRANTFORD.

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THE INSTITUTION

FOR THE

EDUCATION OF THE BLIND.

In my report last year I called attention to the number and condition of the blind in this province as compared with the other provinces in the Dominion of Canada, and gave statistics as to the number in the Dominion, how they were distributed, their religion, sex, employments, proportion to the population, etc.; also figures showing that the unfortunate affliction of blindness is on the decrease and the conditions which have contributed to that end.

The very extensive report of the Principal, Mr. Dymond, for the past year renders any lengthy remarks on this Institution by me unnecessary. A careful perusal of his report will prove interesting to those who take an interest in the education of the blind.

The literary work of the Institution is fully reported upon by the examiners, Messrs. Kelly and Wilkinson.

The examination in the musical department was again made by Professor Ambrose, and the result will be found in his report.

There is also a lengthy report from Mr. Truss, the instructor in the willow-work department.

The health of the pupils in the Institution during the past year has been fairly good, as will be noticed by the report of the attending physician, Dr. Marquis.

Dr. Osborne, oculist, made an examination of the children's eyes during the past year, and has given a full report and classification of the diseases causing their total or partial blindness.

For the year ending 30th September, 1894, there were 150 pupils in attendance—84 males and 66 females—the number being a little less than in preceding years. But few changes have taken place in the teaching staff of the various departments during the year. I find that the proficiency attained by the pupils engaged in piano-tuning is not up to the standard which I should like to see. Two or three lessons a week during the short time of their attendance at the Institution are not sufficient to enable the pupils to acquire that knowledge of tuning which they ought to have to qualify them for following the business. While it is true that many of the graduates have attained to a high degree of efficiency and have been generally successful in their avocation, more speedy and better results would be assured by a close oversight of the pupils by a resident instructor. Also more additional appliances for imparting a more practical knowledge of the mechanical branch of the work are much needed.

During the year the class rooms have been much improved with new flooring and desks and other improvements have been made to the building and grounds.

A new barn and a cow stable have been erected. The products of the farm have been fairly good.

The officers and teachers have taken every interest in the work of preparing the pupils for active and useful lives after leaving the Institution.

The reports made of my official visits and inspections are appended, and I have to thank the Principal, Mr. Dymond, officers and teachers for their kindness and courtesy to me during those visits.

INSPECTIONS.

I made my first inspection of this Institution for the current year on the 13th January, and found all the departments in a clean and well-kept condition. The dormitories, dining-rooms, class rooms, and chapel have been thoroughly renovated during the year.

The pupils were seen in their classes, and the teachers in charge—from the kindergarten class to the highest class of advanced pupils—showed very great interest in their work.

Those female pupils showing an aptitude for industrial work were being taught sewing, knitting, and fancy work. In the willow-work shop a number of the boys were engaged in basket and willow furniture making, under the direction of Mr. Truss. The sales from this shop go towards buying material and providing outfits for graduates when leaving the Institution.

The boys who are learning piano-tuning receive instruction two days each week. I am of the opinion that a practical resident instructor should be employed in training those who intend to follow piano-tuning and repairing for a livelihood, as the present arrangement, limiting the instruction to two days per week, is hardly sufficient to secure proficiency in the work within a reasonable time of residence.

The inmates were all well.

The Bursar's office was in good order, and the books written up. The general management of the Institution was satisfactory.

A barn is very much required on the premises for storing farm produce and housing stock.

I again visited the Institution for the Blind, Brantford, on the 25th October, when there were 129 pupils in the several classes—viz., 60 girls and 69 boys, all of whom were enjoying good health.

The general condition of the buildings and grounds was very satisfactory. Considerable work was done during the summer in repairing the class-rooms and dormitories, relaying floors, etc.

New desks have been placed in the class-rooms and new bedsteads in the boys' dormitories.

Some new instruments have been added to the musical department, and an electric motor for running the organ has been put in.

A new heating boiler has been put in.

A new barn has been built, and the outbuildings generally improved.

All the different departments, school rooms, dining-rooms, dormitories, teachers' rooms, working-rooms, wash-rooms, etc., were in good condition.

Work in the willow-shop has been making good progress, some of the pupils taking a great interest in learning the trade.

The produce of the farm was fairly good this season, and the stock was in good order.

The offices of the Principal and Bursar were in perfect order.

The teachers appear to take a great deal of interest in their work. In addition to literary work music is taught, and a number of pupils are taught piano-tuning. The smaller children have a kindergarten department.

The gymnasium is complete, and very much enjoyed by the pupils, who spend an hour or two daily in physical training.

There have been some changes in the teaching staff during the year. One of the teachers, Mr. Padden, who was so long disabled by his broken arm, has quite recovered.

REPORT OF THE PRINCIPAL.

ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND.

BRANTFORD, OCT. 1, 1894.

T. F. CHAMBERLAIN, ESQ., M. D.
Inspector of Public Institutions.

SIR,—I have the honor to submit my report for the year ending Sept. 30th, 1894.

It has been my practice hitherto to confine myself to a concise presentation of statistics with a running commentary on the routine work of the Institution. On this occasion I propose to preface the usual details with a few remarks on the nature and objects of the Institution, the character and quality of the instruction given, and the economical aspects of its management.

PUBLIC CRITICISM.

It is clear that some persons to whose wishes and enquiries I am bound to pay deference desire information in these regards. For twenty-two years the Institution has scarcely been touched by the shafts of criticism. Its supplies have been voted from session to session with barely a remark. Only very occasionally has some wandering and wondering legislator been found within its walls. A humane sentiment has pervaded the public mind and stilled even the troubled, and sometimes troublesome soul of the financial critic. To anglicize a well-known French proverb, to begin to excuse is to suggest there is cause for accusation. There has, up to a few months since, been no attack, and so attempts at defence would have been only suggestive of an unquiet conscience.

But recently the situation has somewhat changed. The exciting influence of a general election has been felt even here. Preceding and during the contest both in the

legislature and on public platforms the Institution for the blind has received attention. No one has any right to complain of this; least of all those who have a good answer to adverse, although in our case, as a rule, I am bound to say by no means unkindly—comments Writing nearly the same story year after year is not a very cheerful duty. A little opposition gives spice and purpose to the task, and, in my experience, it often does good rather than harm to the subject of attack, especially where the defendant has the right of reply. Now the suggestion,—I believe they have hardly been formulated as charges—are, so far as I understand them, nearly as follows:

1. That the educational work of the Institution is not up to the proper standard of efficiency.

2. That the industries taught are not those best adapted to the needs of the blind.

3. That the staff of instructors and employees is larger than it ought to be.

4. That the cost of maintenance is too great.

All which, it must be admitted, are most legitimate subjects for enquiry and discussion.

Objects of the Institution.

This Institution has been established to give to those young people of Ontario who, by reason of blindness or impaired vision, cannot be educated in the public schools, an education as nearly as possible equal to that which the public schools supply to the sighted; and the first question that will be asked will be, what are the qualifications of those by whom knowledge is imparted to the blind scholars?

The Literary Staff.

We have (exclusive of the Kindergarten Directress) four (two male and two female) literary teachers. I believe one of the statements to which currency was given in or out of the Legislature was that the senior master was the holder of only a third-class certificate. No teacher of this Institution for years has taught on a third class certificate. The officer in question never held a third-class certificate. He taught originally, for he is now a man of mature age and experience, on one of the old county certificates. Under the new system he took an excellent second-class, taught in various schools in the States and Ontario, had been appointed head master of one of the large ward schools in Brantford, and had been teaching in the Collegiate Institute in this city, when, a vacancy suddenly occurring through the death of the then senior male teacher, he was selected unhesitatingly by the former Principal, J. Howard Hunter, M.A., himself a distinguished educationist, and, on that gentleman's recommendation, appointed to the position he has now held with honor to himself and benefit to the Institution for eighteen years. Mr. Wickens has been not only a teacher but a student and reader. I will venture to say that, for general and useful information on all educational subjects he has few superiors. It would have been easy for him to have taken a first-class certificate and he would have done so, but it was deemed best, in the interest of his new work, he should devote his whole energies to the blind educational methods. In these he is an adept.

The other male literary teacher of last session held a second-class certificate and was head of a public school when he came to us. His successor, just appointed, also has a second-class, has taught for eight years, and comes from the position of head of a large public school with the highest testimonials as to his competence and ability in the actual work of teaching.

The two lady literary teachers have both been with us for just eleven years. One of them holds a first-class Normal school certificate, and had a thorough experience as a public school teacher before accepting her present appointment. The other lady had her earliest training as a teacher in Brantford. She came, by steady promotion, to be the head of the senior division of the great Central school here; quitted that post for that of

English teacher in the Port Hope Collegiate Institute (one opening of the kind out of several that awaited her choice) and was preparing pupils for matriculation when appointed to her present situation. I think, therefore, I have established conclusively that the quality and standing of our teaching staff is sufficiently high for any reasonable demands upon it. Certainly it is equal to anything required by the public schools, while we are able to grapple, if necessary, with all grades up to matriculation for the University.

On this point I draw your attention to the Examiners' opinion. Of those officials I will say something presently The Examiners say in their appended report: "Of the efficiency of the teaching staff in the literary subjects little need be said. They are thoroughly capable instructors, all holding Provincial certificates, none lower than the second class grade, and all successful public, or public and high school teachers. Of the thoroughness of their work the results of the examinations for years back afford the best evidences."

The Examiners of the Literary Classes.

Previous to my appointment as Principal no independent examinations were held. It was not my good fortune to be like my able predecessor, an educationist by profession. I welcomed therefore, with no small pleasure, the decision of the department that annual examinations should be the rule in future. The gentlemen selected, and who have ever since discharged the duty, were: Dr. Kelly, Public School Inspector of Brant County and Mr. Wm. Wilkinson, M. A., Principal of the Brantford city schools. Dr. Kelly is one of the oldest public school inspectors. Mr. Wilkinson has been twenty-two years in his present position. I think he has some nine hundred pupils under his immediate charge in the Central school. Both, consequently, are most competent judges of teachers, of the progress of the pupils, of the organization of a school, and of the instruction imparted. They spend three days annually in the Institution, examine every pupil in the literary classes, and assign to each his or her due percentage of marks, 100 being in all cases the maximum. Their advice is sought, too, on any subject connected with the curriculum of study where it is likely to be helpful. I refer any one sufficiently interested to peruse it, to the Examiners' report. It should, I think, satisfy every impartial mind (1) that the instruction imparted is equal to the pupils' needs; (2) that what is taught is taught thoroughly. The Examiners, whose opinion on the latter point has been already quoted, remark as to the former: "In our opinion the curriculum as it now stands is sufficiently extensive." The Examiners say elsewhere: "Except in the single department of mathematics (for experimental science is out of the question here) the pupils of the higher classes are the peers of those in the higher forms of the public, and the lower forms of the high schools. In subjects depending chiefly on memory they are probably better." By reference to the report of the examination of the highest arithmetic class the last statement will be verified. After paying a high tribute to its teacher's efficiency, the examiner says: "The average of a class of 13 was 78 per cent. in a set of 14 questions comprising examples in analysis, percentage, commission, taxation, interest, mensuration, partnership, and the application of proportion and some other rules. The problems were solved quickly and in a concise manner, showing a thorough understanding of the matter. That there had been no rote teaching was abundantly evident from the work done and the way in which they did it."

Higher Education.

I have gone thus fully into the literary class work of the Institution because, as I showed at the commencement, that is the primary object of its existence. It may be asked whether we are contented to stop here, whether we cannot lift our pupils to a higher educational level, enable them to accomplish greater achievements in the literary field? This is done sometimes elsewhere; why not here? My answer is, that we have wrestled with higher education and are prepared to wrestle with it again; to prepare pupils for matriculation if desired. But (1) it is only at intervals and in rare instances that such a demand is made upon us; and (2) the chances of the

ordinary blind youth in any one of the professions are so limited it would be unwise to encourage an ambition that is only likely to lead to disappointment. The question is not what can a blind youth be taught, for he can be taught, I admit, (given good abilities) nearly anything, but what can he successfully adopt as a means of livelihood when taught? The medical profession is out of the question; as a teacher in the public or high schools a blind applicant would stand no chance at all, even although he had, by great efforts, secured a certificate; a blind man may pass his legal examinations and be called to the bar, but there the real difficulties begin, and are, I fear, insuperable. So far as my information goes a career founded on literary attainments only has in Ontario in most, if not all cases, resulted in disappointment. There is one profession, however, the sacred ministry, in which a young man duly called and gifted, although blind, might, I believe, succeed. I have more than once brought this subject before the minds of pupils. No one has yet responded to the suggestion. It is obviously a subject not to be pressed too hastily or urgently. Should any pupil show a leaning in that direction he will have every needful assistance in accomplishing his object. Meantime let me say, once for all, that it is the practical, not the merely showy or ornamental we propose here to aim at. What we do is honest work for an attainable purpose. Our achievements may be humble compared with some lofty ideals, but we have no toleration or place for shams.

The Kindergarten.

This may be regarded as a preparatory branch of the literary department. Its directress holds a certificate from the Normal Training School at Toronto. The work of the blind pupils has stood the test of competition and comparison at the World's Fair and elsewhere, with that of any sighted exhibits.

The Musical Department.

Arising naturally out of the desire to make their lives cheerful, to give employment to leisure in a delightful pursuit, to provide an avocation for the more talented, a department of musical instruction has been created. It is sometimes imagined that, because so many blind persons resort to music, the blind are specially musical. This is a delusion. But, doubtless, even if not gifted with the musical talent in an especial sense, a blind boy or girl will seize hold of music when a sighted one, otherwise occupied, would pass it by. For those who have the talent, music is unquestionably the hope and sheet anchor. There is nothing to prevent a blind person attaining the highest place as a musician. Blind teachers, if they are really able, compete on a very fair footing with sighted ones; hence the liberal and costly outlay under this head—are the results satisfactory? Now, here let me say, as I may have to repeat, no education or instruction will overcome all personal or mental defects. To these, too many failures in both musical and industrial avocations must be attributed. In teaching especially, address, deportment, a ready adaptability to circumstances are of the first importance. One with less than the highest gifts, may, with these, succeed; the brightest musical genius without them, may, as a teacher, fail. I have before me some melancholy illustrations of this truth. On the other hand not a few of our former pupils are doing well in this connection.

The Music Staff.

We have four, one male and three female, music teachers. The former is head of the music staff. His special duties are instruction in the pipe organ, pianoforte, and vocal music. This gentleman is an associate of the College of Music (England); holds first-class certificates for music in the Society of Arts (England); and is also an associate of the Canadian College of Organists. All these are proofs of a thorough musical education, hard study and professional culture. The lady teacher standing next in order takes the highest class in counterpoint, harmony and the theory of music, as well as the senior female pupils on the pianoforte. She has successfully passed two out of the three

examinations requisite to receive the degree of Bachelor of Music from Trinity University, and, having taken a course in the Conservatory of Music, Toronto, will claim its diploma in June next. Degrees and diplomas in music are a comparatively recent experience in Ontario. The two ladies not yet specifically referred to have been respectively engaged in their profession for fifteen years or over. They hold no degrees or diplomas, but lack for nothing necessary to make the painstaking, thorough and successful teacher.

Musical Examinations.

In this department, as in the literary classes, there is an annual examination. The examiner, for several years, has been Professor R. S. Ambrose, of Hamilton. He is one of the oldest and best known music teachers in the Province. Hundreds of his former pupils can testify to his ability, and above all to his thoroughness. Professor Ambrose devotes two days to the individual examination of the pupils in instrumental music and to the collective efforts of the vocal classes. He also advises us generally as to the curriculum, and any other matters bearing on the work.

Quality of the Work.

The quality of the work done is attested by the examiner's report. In counterpoint, on papers founded on Dr. Bridge's Canto Fermos, the markings of the first class last June averaged 94 per cent., and in harmony (Prout's exercises) they were equally successful. The second class, examined on exercises from Emery's Elements of Harmony, made an average of 63 5 per cent. The character of the instruction given in the above studies, as well as in the pipe organ, has been demonstrated by the fact that, within the last three years two of our male pupils have graduated as associates of the Canadian College of Organists, after a pretty severe examination in both theory and execution. One of these young men received the highest marks in theory of the whole number examined. Such men as S. P. Warren, of New York, or Messrs. Torrington, W. E. Fairclough, and Vogt, of Toronto, can speak of the quality of the instruction by which our pupils have benefited. Nor were those who thus secured recognized honors, by any means isolated cases of high attainments. Others who, for personal reasons failed to compete, were quite their equals.

Pianoforte pupils are taught according to a regular system of graded studies. By comparing our course of five grades with that of the Toronto College of Music, I find they are nearly identical up to the fifth grade. The fourth grade of the college is the one the student is required to pass before receiving a teacher's certificate. It may be worth while to consider whether we should not adopt, in all its details, the pianoforte course of one or other of the now well-established Toronto schools of music; and also whether, in the future engagements of teachers, a certificate or diploma from a college, indicating the grading of the applicants, should not be required, may also be a question. But, while that may be a means of satisfying the public and answering criticism, it will not provide more solid instruction, or more painstaking instructors than we possess already.

The Industrial Department.

The industrial training of the pupils is, so far as the main object of the institution is concerned, extra-educational. What shall be taught, who shall be taught, whether in fact anything shall be taught not included in the public school curriculum, is entirely discretionary. But, granted that certain industries shall be attached to the pupils' educational training, the question is, what shall they be? As to the female pupils, the propriety of teaching the use of the sewing and knitting machine, and instructing them in hand-sewing and knitting and fancy-work generally, is never disputed. But with regard to male pupils, the question of profitable employment has always been a very perplexing one. People who attempt to give outside advice on this subject, usually only afford additional illustrations of a standing difficulty. Some even, who have a certain experience in the matter, do not help much by their suggestions. At the recent convention of American Educators of the Blind we heard of a pupil who, although totally blind, had developed an extraordinary faculty for clock repairing and lock-

smithing. That he could pick any lock in the institution was one of the interesting evidences of his talent. Whether that was a desirable tendency to cultivate, might be an open question. This, however, is only one of many isolated instances of the kind that continually come before the educators of the blind. Out of the fifty or sixty youths in the same institution, probably not a second could have been found with the like aptitude. Even such aptitude and handiness need training and teaching in order to make the perfect workman. And it would add alarmingly to the staff of instructors if for every one, or even every few pupils with particular tastes or abilities, a separate instructor had to be secured. The problem to be solved is not, what can an abnormally clever or peculiarly constituted blind youth be taught to do? but, what trade of general utility can a considerable proportion be taught to follow with a reasonable expectation that they will be able to earn a modest living, and compete with sighted labor. This, again, is partly to be decided by locality and local conditions of trade. In the neighborhood of large populous centres, certain trades may be carried on that would be quite out of place in rural districts, from which our pupils largely come.

For the industry and talents of our male pupils, we have hitherto provided two outlets, piano-tuning and the willow and rattan work.

Piano-Tuning.

The depressed state of trade recently has affected the piano business very seriously. Some excellent tuners, former pupils, have, from no fault of their own, been out of employment. But so, too, have been not a few of their sighted fellow craftsmen. As a rule a youth graduating as a piano-tuner, especially if he is so fortunate as to secure a position for a time in a factory, does well. I can point to instances on all hands where either in factories or on their own account, our piano-tuning graduates have succeeded admirably, better, many of them, than they would have done if, as sighted persons, they had followed the perhaps ruder and more laborious calling which, without special training, would alone have been open to them. Our piano-tuning department, however, has grown rapidly into importance out of small beginnings. From four or five specially apt youths to whom as a privilege instruction in piano-tuning was given, we have now a class every session of over twenty. The attendance for a few hours on two days in the week of the instructor is not sufficient. The daily practice should be under skilled supervision. More time is needed for practical instruction in making minor repairs. The study of the piano mechanically is important, and not much time is available for it. The trifling sum now paid to the instructor is not sufficient to secure all we want for the perfect development of this important department. The remedy is a very simple and obvious one.

Willow-Work.

The experience of willow-work graduates has been more varied than has been that of the piano-tuners. But that, I venture to say, has been rather the fault of the men than of the trade. Many of them have been conscious of this. Otherwise we should not have waited over twenty years to be told our experiment had been a failure. No small number have come to us as grown youths or of adult age. Many of these have lost their sight while engaged in rough and unsettled avocations. Some have not previously led the most regular lives. Steady industry and application have been distasteful to such. When the wholesome discipline and restraints of the Institution are removed and the struggle for bread begins, old habits reassert themselves; all is not smooth sailing; restlessness and discouragement supervene; the trade is thrown up, some peripatetic vocation offers apparent advantages; and people who know nothing and sympathize much with a blind man's failure charge his ill success to his trade and not to himself. One case in particular I observed which was noisily proclaimed to be a proof of the willow-work not being suited to the wants of the blind. It was that of a young man with great personal and local advantages had he availed of them and had he possessed the moral stamina required to ensure success anywhere. He had thrown up his hands in despair at the end of ten weeks!!! What sighted man ever makes his trade a success in ten weeks?

Our graduates in this branch who may be regarded as successful are of two classes: (1) Those steadily and continuously working at their trade, and (2) those

WILLOW AND RATTAN WORK, BLIND INSTITUTE, BRANTFORD.

whose time is only partially so occupied. The latter form a pretty large percentage of the whole. The majority live as I have said in rural districts. A person even if totally blind can do a great deal of helpful and useful work when accustomed to his local surroundings. And if, in addition to such handiness on the farm or around the homestead, a blind youth can make, say only one hundred dollars a year by his trade, I hold that his time at the Institution has been well spent, and that the effort to instruct him in both its industrial and moral aspects has been more than justified. To pretend, however, that an industrious graduate, under ordinary conditions, choosing a favorable spot for his business, cannot earn a living by the willow trade is proved by the facts to be an absurdity. It is not necessary to encumber this report with personal details, but the facts will be forthcoming whenever required. The means of and reasons for success are quite readily accessible as, too, are the causes of failure. Briefly summarized the advantages of the willow-work trade as an industry for the blind are as follows: (1) The articles made are of great variety and in universal demand; (2) in Canada we have no large factories for such goods competing with the private maker; (3) the goods are easily marketed; (4) the needful arrangements for carrying on the business are of the simplest nature; (5) by the use of blocks and models the blind workman can be placed on an approximate equality with the sighted one; (6) the material can be easily grown or collected, in the country may be raised by the person using it; (7) the cost of the material bears a very small proportion to the manufactured product; (8) it is a trade in which slight defects in the quality or appearance of the goods turned out do not destroy their usefulness, even if the market value be somewhat reduced; (9) it needs no special intelligence, although that quality tells here as well as everywhere else. I know of no other handicraft available by the blind combining so many favorable conditions. And no one has yet ventured to suggest any practicable substitute. In the States corn broom-making is largely followed. Why? Only because no other industry presents itself. Our position in that respect is envied by our *confreres* on the other side. The great factories over there, with a plethora of labor, would swamp the small producer of willow-work. On the other hand I do not believe any one can, in Ontario under ordinary circumstances, as a private manufacturer make brooms at a saleable profit. A very intelligent blind man recently told me he had made 200 dozen brooms as an experiment. The material cost him within a fraction of the price at which the same goods at the Central Prison could be bought ready made. Some enquiries as to mat-making have been attended with similar results. And so with some other trades. Either the local competition is too great; the necessary appliances are too cumbrous; the art is too difficult to be easily acquired; or the market is too distant to meet the necessities of the case of the blind. It is further interesting to know, that at the only other Institution for the Blind in the Dominion on any scale worth mentioning, the one at Halifax, the willow-working is (with the exception of piano-tuning) exclusively taught, and with a large and undeniable measure of success. All other handicrafts have been renounced in its favor.* As I have said already, the industrial employment of the blind is a very perplexing problem. My seniors in the profession by twenty years are not able to solve it satisfactorily. A committee of experienced educators of the blind appointed at the late Biennial Convention is now considering the whole question. Their report will be awaited with interest.

The Number of Teachers, Instructors and Employees.

The number of persons engaged in connection with the Institution has been the subject of remark. This is very natural. (1) It is the one institution maintained by the Government in which those for whom it is carried on do nothing towards the work connected with it. The Asylums, the Central Prison, the Reformatories, the Institution for the Deaf and Dumb can all call on their inmates for help in domestic or other particulars. Here we can profitably do nothing of the kind. All the work of the farm, the grounds, the domestic departments, has to be done by hired help. (2) Not only do the pupils fail to help, but they need in various ways to be helped. We try to teach them to be helpful, but the raw material as it comes to us is too often very helpless indeed. As regards our

* It is stated in a recent report that pupils of this Institution are now being trained as bell hangers, telephone repairers, etc. We have yet to learn the practical results of this experiment.

particular conditions, too, it will be observed that we produce much which might but for our existing facilities be purchased. The number of names on the pay lists might be reduced so far as some of our hands are concerned, but then the result would be seen in milk bills, bread bills, accounts for all sorts of odd jobs and repairs or apparatus now represented by the carpenters' wages, and so forth. I have no hesitation in saying that the Institution would lose financially and in other ways by any change in these respects. Again, as to domestics. If we subdivide them into laundry women, cook and assistant, and eight or nine waitresses, housemaids, etc., and remember what all the washing, cooking, attendance on those who cannot wait on themselves or one another, and cleaning such an establishment entail, the wonder is, not at the number employed, but at the possibility of accomplishing it all with the present number with efficiency, regularity and punctuality. A matron charged with supervising the whole domestic economy, a boys' nurse with the oversight of seventy to eighty youths from six years of age upwards, in all that relates to their clothing, cleanliness and health, a girls' nurse with some sixty girls to watch over in the same respects, will hardly be deemed supernumeraries or sinecurists.

The Teaching Staff.

But is the staff of teachers and instructors larger than it ought to be? Let it be remembered that in every branch of instruction the teaching has to be individual in its character. If any one will take the trouble to try and teach one blind child anything and then ask himself how long it would take him to struggle with, say six, ten or twelve all wanting to learn the same thing at the same moment, he will see exactly where the difficulty lies. Taking first our girls' industrial work in which, with very rare exceptions all our female pupils take part; we have only one lady over the work room (sewing by machine and hand, fitting up work, etc.) and one over the knitting (machine and hand) and fancy work in all its branches These two have an assistant between them, a former pupil who gives her help in either room as the pressure of work demands it. We have one instructor for the willow-work, and one who attends twice in the week for piano-tuning. The kindergarten class of course has its own trained directress. There remain the two principal departments of instruction, the literary classes and music As already mentioned there are four teachers to each of these branches.

The Music Staff.

The senior music teacher has five pupils on the pipe organ, seven on the pianoforte, seven in a daily vocal class for advanced voices; a junior vocal class meeting once in the week from 3 to 4 p m. and a senior vocal class twice a week at the same hour. This in addition to instruction in sacred vocal music to the pupils congregationally, as well as to his fair share of general oversight, of reading to the male pupils, and all the calls which form a necessary part of the life of an officer in an institution for the blind.

The senior lady music teacher has fifteen piano pupils, mostly the more advanced, and takes a class daily in counterpoint and harmony. The other resident lady teacher has 24 pupils on the piano or reed organ and also a daily class in harmony. Both ladies take their share in duties out of class hours. The fourth music teacher is non-resident and attends five mornings and two afternoons in the week. She has thirteen pupils, all boys.

All music taught it must be recollected has to be dictated. The process of instruction is slow, constant repetition is necessary. How can anyone say then, that in point of numbers, our music staff is excessive? And who would wish to limit its capabilities when it is borne in mind that music is joy to the life even if it is not, as in many cases it is, a means of permanent maintenance to the blind.

The Literary Staff.

I come last to the literary teachers. Their classes are usually attended by 80 to 90 pupils. No educator of the blind will admit that, under our system more than a dozen can be properly taught in one class. Such appliances as the pointer and the blackboard, by which pupils can be taught by the roomful in public schools at a time are not possible with us. Even if the class is addressed collectively the several pupils must have their

memory tested and stimulated individually. The public school teacher's idea is the instruction of the mass; the teacher of the blind has to deal not with the mass but the unit. Now in any public school with 80 to 90 pupils from the highest to the lowest grade taught on the collective system would anyone say that less than two teachers would be required? Then if two be needed to teach the numbers mentioned of seeing children possessing all the educating power and resources of the eye, on the collective system, can four be too many to accomplish the work on the individual system with pupils in darkness? Must not every rational person agree with our experienced examiners when they express the opinion that the number of the literary staff could not "in any way be reduced without serious injury to the classes and the Institution."

Physical Culture.

Physical culture is an indispensable branch of the training of the blind. Their lack of natural robust recreation has to be supplied by the gymnasium scientifically conducted. We have an officer whose special duty it is to direct the pupils' gymnastic and calisthenic exercises. He also acts as supervisor of the male pupils out of class hours, and in other ways performs many useful duties.

A Comparison.

A comparison of our staff with that of other institutions for the blind will show that the figures on the whole are in our favor. So far as the reports of the leading institutions in the States assist me, I find that while we have a teaching staff, all told, of fifteen (15), the Perkins' Institute, Boston, with provision for about the same number of pupils, has thirty-three (33); Pennsylvania (about 180 pupils) twenty-seven (27); New York City (200 pupils) twenty-three (23); while New York State with about the same number of pupils has exactly the same number of teachers as ourselves. These are institutions with which the comparison may be made with most fairness. Of course a few pupils, more or less makes little or no difference. Our full number is 140 and we have usually approximated pretty nearly to that figure.*

Cost of Maintenance.

The cost of maintaining an institution for the blind is, for reasons already given and others always large in proportion to tangible results. If looked at from the mere economist's point of view it is a great outlay for small and often indefinite returns. But then, in the same sense, the expenditure on asylums, reformatories and other provisions for the less fortunate or helpless may be accounted wasteful. Nay, is not a good deal of money thrown away on the incapable or unworthy in the ordinary expenditure on our public schools for the sighted? The fact is, that the economical is only one side and the least important one to be looked at in this connection. Christianity, represented by wise and beneficent statesmanship, revolts from such mean conceptions of duty. It does not educate the blind only to provide future consumers of dutiable goods or contributors to municipal taxes. The legislature which lately to a man cheered and welcomed a humane measure to provide for the protection of homeless or neglected children, is not likely to ask whether it will pay to educate the blind. The sole question will, I believe, be what should its cost to give every blind child in this province such an education as will place him or her on the nearest equality with the seeing? The reasons why this is an expensive process, some of which have been already noticed and commented on may be summarized as follows:

(1) The inability of the blind to contribute to their own maintenance while under instruction.

(2) The large amount of domestic and other help consequently required.

(3) The demand of necessity for individual as contrasted with collective teaching.

(4) The number of branches of instruction covering both ordinary education and industrial training.

* I read in a recent publication: "The Pennsylvania Institution for the Blind began its sixty-third year with one hundred and sixty-seven pupils and *thirty teachers!!*"

The causes of a large expenditure under the first, second and third heads have been already discussed. As respects instruction in its several lines I find that by a comparison with such leading institutions in the States as I have already referred to, the cost of instruction averages about ninety-eight dollars ($98) per head while ours is from $55 to $60 per head. In attempting a comparison with American institutions of the total cost of maintenance exact figures are hardly obtainable as the charges vary in character and the distinction between paymonts on revenue, and those on capital account are not always on all fours with ours. But, by my best efforts, I am able to say that, in this respect the comparison is most favorable to Ontario. We have, it must be remembered, a larger sum to pay for fuel than most of the institutions in the States; we provide clothing for several indigent pupils, always chargeable there to the municipalities, and our arrangements for guides to travelling pupils are unknown on the other side. Yet I find that while in 1893 and 1894 the average cost per pupil in Ontario was respectively $260.85 and $267.66 in Boston by the last report before me it was, on the same basis, $316; New York City, $315; New York State, $294; Pennsylvania, $270; Michigan, $284; Texas, $287 and Maryland, $280: Illinois gives the low average of $232, but I am inclined to believe that the school population there includes a class of over-age persons by which the average attendance is largely increased, and the average cost proportionately lessened. Wisconsin averages $240. Taking the whole of the institutions named the average cost per pupil is $278. In our own case our fixed expenditure is quite equal to a pupil population of 150 to 160. With that number the average would be reduced as low as any in the above list. I have now, I think, answered all the objections with which I proposed at the outset to deal. I trust I have made it clear that our educational standard is sufficiently high; that the industries taught are the best that, in view of all the circumstances have yet presented themselves; that our staff is not larger than efficiency requires; and that the expenses are not greater than those ordinarily needed to maintain such an institution.

Pupil Population.

The enrolment of pupils in the year ending September 30th, 1894, numbered 150, of these 85 were males and 65 females, as against 90 males and 64 females, a total of 154 entered in the previous year.

The pupils in attendance at the close of the session in June last numbered 133, of whom 74 were males and 59 females. Of these, 59 males and 51 females, a total of 110, had returned on the 30th September, 1894. This leaves twenty-three to be accounted for as follows:

Graduates and retired pupils:

	M.	F.	Total.
Willow shop (with outfits)	3	0	3
Piano-tuning, with pipe organ and pianoforte, and literary classes	1	0	1
Piano-tuning and literary classes	1	0	1
Literary classes and industrial work	0	1	1
Work room and knitting	0	1	1
Music classes (advanced pupils, not full graduates)	1	1	2
Piano-tuning (to enter factory before graduating)	1	0	1
Willow shop pupils (over age) with partial outfits	2	0	2
Excluded on account of physical or mental incapacity	1	2	3
Excluded on account of improved vision	0	1	1
Left to follow callings	2	0	2
Detained by ill health	1	1	2
do for surgical treatment	1	0	1
do temporarily for domestic reasons	0	1	1
Retired, cause not assigned	1	0	1
	15	8	23

Our returns to 30th September, 1894, show 126 pupils on the register (68 males and 58 females), four less than at the same date last year. Sixtoen, not on last year's register, have been admitted, thirteen for the first time and three who had been on the roll at some former period.

The new pupils' ages are as follows :

	M.	F.	Total.
Seven years	1	0	1
Nine "	3	1	4
Eleven "	0	1	1
Twelve "	1	1	2
Fourteen years	2	0	2
Twenty "	1	1	2
Thirty-eight "	0	1	1
	8	5	13
Three former pupils	1	2	3
Pupils of last session	59	51	110
	68	58	126

The arrival of one new pupil while this report has been in process of compilation, and advices as regards the absentees and others, indicate that the number with which the Institution closed in June will be shortly reached. While on this subject I may remark on the tendency rather to a limitation than increase in the number of those eligible for admission or retained when admitted. Four causes at least are evidently operating in this direction.

(1) The cessation to a large extent of promiscuous immigration.

(2) Improvements in ophthalmic surgery and antiseptic methods.

(3) Exclusion of those incapable of receiving appreciable practical benefit.

(4) More cautious treatment of undesirable applicants.

Not a few of our pupils in the past have been importations who, either from impaired vision, or a tendency to blindness, or from exposure under new conditions to unaccustomed avocations, have drifted into the Institution. This, however, is now apparently of infrequent occurrence. The great advance in ophthalmic surgery is having a wide influence, not perhaps so much in curing blindness as, by prompt and skilful treatment, preventing it from becoming permanent, or by giving to the eye sufficient vision to meet the demands of many of the avocations of life, so that recourse to our methods is unnecessary. Then again, in a preventive sense, antiseptic science is doing a great work. Legislation has, in some cases, come boldly to the aid of the profession in this regard. As president of the late Convention of American Educators of the Blind, I took the opportunity of referring to the questions of causation and prevention and may be permitted to insert the following extract from my opening remarks :

"In Great Britain an intelligent attention to the causes of blindness has already borne fruit. In a letter to the London *Times*, from the pen of Mr. Buckle, superintendent of the York School for the Blind, are some very valuable statistics bearing on this point In 1871, Mr. Buckle remarks, there was in England one blind person in every 1,051 ; in 1881, one in every 1,137 ; in 1891, one in every 1,235. If the ratio of 1871 had been maintained, the total blind in 1891 would have numbered 27,569, whereas the census returns showed only 23,467, or a reduction of 4,102 in 20 years. The fact that the decrease of blindness in children under five years of age has been 31 per cent. is not more gratifying than it is suggestive. The further statement, that in persons over 65 years of age the decrease is 27 per cent., bears proud testimony to the advance in the science of ophthalmic surgery. Considering the various forms of eye disease to be met with among the very mixed populations of our institutions, too much care cannot be taken to avoid the risks of contagion from *purulent conjunctivitis* and other like causes.

Neglect of due precautions cannot fail to lead to irreparable mischief. On the other hand, with the ever increasing experience and improved methods and appliances of the skilled oculist; with a more intelligent readiness to resort to his advice in place of that of the unskilled operator or the pretentious quack; with precautions against contagion in connection with the family or institution or school or any place of public resort; and with the more radically preventive measures previously hinted at systematically enforced, cases of actual blindness should become few indeed as compared with their present number."

The necessity for excluding those who, by reason of physical or mental infirmity, are ineligible, while questions of degree arise demanding careful and thoughtful treatment, is too obvious to need comment. Such cases are fit subjects for an asylum; they are out of place in a school. And I feel sure that a very cautious attitude towards all over-age applicants is the policy which will meet your approval. Our new pupils, with perhaps one exception, are rather above than below the average standard of intelligence.

Graduates.

Of the three young men who graduated from the willow shop, I have specific information that two are doing well. Of the success of the third, should his health not fail him, I have no doubt. I am not apprised up to date regarding the prospects of others.

The Staff.

One change in the staff has occurred owing to the retirement of Mr. George McIntosh, literary teacher, and the consequent appointment of Mr. T. Walter McLean to fill the vacancy. Of the latter gentleman's recommendations, and of the merits of the staff generally, I have said sufficient for the occasion elsewhere.

The Literary and Music Classes.

The reports of the respective examiners will fully describe the progress of these classes. I have already indicated some possible opportunities for slight improvements and these will be carried out whenever found to be desirable. It is very pleasant to know that in all such matters the end can be attained without friction, and that, on the contrary, all co-operate with me for a common end with harmony and cordiality.

The Piano-Tuning Class.

This class contains twenty pupils at the present time, of whom fourteen were under instruction last session, while six are new candidates. I have alluded to the necessity for putting this very important department on a more liberal footing, both as respects instruction and equipment.

The Willow Shop.

The many that have graduated during the past few sessions, or who have retired with partial outfits, but equal to their opportunities or abilities, and the causes affecting admissions to the Institution generally, have reduced the number of pupils in this branch of instruction at the present time to twenty. Candidates for transference from other classes, or new applicants, will probably increase the class to nearly its ordinary strength as the session advances. The instructor's report is as follows:

Mr. A. H. Dymond, Principal:

Sir,—I have the honor to submit my report upon the operations of the workshop during the year ending September 30th, 1894, and to refer to some of the details connected with the teaching of twenty-two blind youths the "fine art" of earning their own bread and butter. It would be wearisome work to explain the process by which a blind youth, who perhaps has never been allowed to handle a knife, whittle a stick, or do anything but talk and listen for the dinner bell, is sometimes converted into an

industrious self-sustaining workman. It would be a grand thing if we could make skilled workmen of all such and find them positions, but we cannot do this.

The following statement of sales and work made and on hand will show to some extent the practical nature of the instruction given in the workship during the session. Let it be remembered that this work is made by blind apprentices, many of them only in the shop a few hours each day, and a few of them of the class described above, also that very much of the work made by these blind pupils during their first year's efforts has no commercial value and that their instruction means a great waste of materials, and then a fair estimate of the practical nature and value of the Institution may be made.

Sales made by trade instructor	$462 75
Stock on hand	75 00

A supply of willow and chair cane was given to nine pupils who had made considerable progress during the session sufficient to enable them to make a few articles of willow-ware without the aid of the instructor. The following statement will give further evidence of the practical nature of the instruction given to those pupils during the session :

J. S. earned	$14 00
J. B. "	40 00
J. T. "	15 00
W. M. "	12 00
H. G. "	20 00
J. B. "	22 00
A. L. "	5 00

Two others have not reported.

H. G. is a pupil who learned the mat making in an English institution, came to this country and started mat-making, but found that mats, the product of prison labor, could be bought in this country at little more than it cost him for the raw materials. He is now learning willow-work, and from his first effort as shown above, feels satisfied that he will be able to follow this work after he leaves this Institution with profit.

The two last above-mentioned pupils have not returned to the Institution, but one of them was reported to have been working steadily at his trade during the vacation.

At the close of the session three of our pupils were found to be competent workmen, and, on your recommendation being approved, were supplied with outfits consisting of tools, models, willow, etc. Reports from these graduates show them to be working at willow-work and earning their own living.

A partial outfit was given to a fourth pupil whose health would not permit of a steady application to work, and who had received under this circumstance all the instruction he could benefit by. This pupil, when health permits, will be able to earn sufficient to pay the cost of food and clothing.

The exhibit made by the industrial departments of this Institution at the Toronto exhibition attracted much attention. Not a little surprise and a great deal of favorable comment were expressed by thousands of visitors at the great variety of useful articles our pupils are taught to make.

During the vacation I came in contact with a number of former pupils, suggestions were solicited from them, and the question was asked, "Can you suggest anything above what we are doing in the way of industrial instruction for the blind that would be of permanent value?" To this they all but invariably replied in the negative.

The present session has commenced with twenty pupils in the workshop, they all seem cheerful and teachable ; the old lessons will be enforced that work is ennobling and idleness demoralizing, that the earning of one's bread and butter is a "fine art," and the first occupation of man.

I have the honor to be, Sir,

Your obedient servant,

THOMAS TRUSS,

Trades Instructor.

Brantford, October 1st., 1894.

The Work-room and Knitting and Fancy Work Classes.

These classes have well maintained their character for good and tasteful work during the past year. The respective classes are now fairly well proportioned and of manageable size. Care is also taken to secure for the pupils a due share of instruction in the first-named room, where the severely useful is perhaps a little less attractive than the very beautiful and ornamental products of knitting and fancy work.

The Kindergarten.

The literary examiners include the kindergarten in their reports. Its usefulness cannot be overestimated. The class this year numbers fourteen members.

The Library.

The following are the additions to the library since my last report was issued: Kingsley's "Water Babies;" Lubbock's "Beauties of Nature;" "Rasselas;" "Peasant and Prince;" Biographical Sketches; Abbot's "Julius Cæsar;" "Story of the Saracens," and stories of American Progress, all in line type. Stainer's Organ Method, Theory of Sound, and a large assortment of music in N. Y. Point.

Health—Discipline.

I am happy to state that during the last session we were free from epidemic disease altogether, except for a couple of cases of whooping cough. Other claims on our physician's skill occurred from time to time. To these Dr. Marquis will make sufficient allusion. An accident to the cook, an aged woman, from fracture of the hip joint, and the sudden death of a young domestic will also be referred to in the physician's report. One male and female pupil who were attacked respectively with dysentery and typhoid fever were placed in our excellent city hospital and made good recoveries. A second male pupil, an adult, in whom symptoms of pulmonary consumption had, previous to his return developed themselves, was also sent to the same Institution where he remains, awaiting, I fear, the not distant end. A few mild cases of chicken-pox have also appeared, and some children are still under care for that malady. The discipline of the Institution was well preserved during the past session. One youth, who persisted in breaking the rules by using tobacco, was sent home. He has been re-admitted after promise of amendment, on probation.

The Gymnasium.

Intimately connected with the health of the pupils are the gymnastic exercises, in which all in turn systematically take part. Our instructor in this department, Mr. Padden, has made the work the subject of special study and observation and the results are highly satisfactory.

Oculist's Examination.

The visit of Dr. Osborne, our examining oculist, took place in the spring of the year. One hundred and thirty pupils were examined. His report will no doubt be read with much interest.

World's Fair and Toronto Exhibition.

Those who had an opportunity of observing our exhibit at the World's Fair at Chicago were unanimous in their complimentary references to its excellence. I believe a "diploma" is forthcoming as a permanent record of the estimation in which our display was held. Many of the goods sent to Chicago being returned in good condition, I

arranged, with your approval, to send them, with some others, to the Toronto exhibition for this year. The exhibit was in charge of Mr. Truss, our Trades Instructor, who refers in his report to the great interest it excited. He was assisted by one of our recent graduates, Samuel Prittie, who gave illustrations to the visitors of our methods of instruction This exhibit and the pretty wide circulation of an illustrated pamphlet, descriptive of the work of the Institution, have olicited many enquiries as to our conditions of admission, and I expect quite a number of applications will, in time, result.

The Grounds, Farm, etc

No considerable work has been attempted in connection with the grounds of the Institution this year, unless it be the planting of the locust hedge recommended in my last report, as a substitute for the old boundary fence. Nature is, with a little assistance and small outlay on our part doing much every year for the beautiful site and its surroundings. An almost uninterrupted drought of eight weeks' duration has blighted our hopes of a full crop of potatoes and field roots, but we still hope for quite a considerable yield. Our apple crop,—unfortunately mostly summer and early fall varieties,—has been unusually abundant. The absence of grasshoppers and also of destructive insects this year has been very marked, the more so after our last year's experience of these pests.

Improvements.

The erection of a barn with cow stable now nearly completed, will prove, I am sure, not only a great accommodation but an economical addition to our farm buildings.

The sewage system provided at a very considerably outlay some two years since, has fully justified our expectations. Nothing could be more perfect. The spring, from which we have always hitherto obtained a more than abundant supply of the purest water having of late shown signs of a falling off, connection (for use in case of need only) has been established between the city mains and our tanks so that we are ready for any emergency. The reflooring and furnishing with desks of the last of the class-rooms, and the substitution of a further number of the fine pupils' bedsteads made at the Central Prison for as many of the old ones may also be referred to.

An electric motor, to drive the bellows of the pipe organ, has been furnished by the Brantford Electric Street Car company, whose lines approach very closely to our buildings. The power is supplied from the company's wire. This is a great improvement on the old system of hand pumping. The pipe organ was also taken down during the vacation and thoroughly cleaned, a proceeding very necessary after thirteen years' use under somewhat unfavorable conditions.

I will not encumber this already lengthy report with any allusion to prospective needs or improvements, except to remark that the reasons for the oft-times suggested extension of the east wing are as cogent as ever.

Acknowledgments.

We have received as usual only kindness and proofs of good will from our many Brantford friends, always particularly remembering the clergy of the city in this connection. To all I desire once more to tender my hearty acknowledgments.

I have the honor to be, Sir,

Your obedient servant,

A. H. DYMOND,

Principal.

Brantford, October 1st, 1891.

LITERARY EXAMINERS' REPORT.

To Dr. Chamberlain,

Inspector of Charities for Ontario.

Sir,—The undersigned, at the instance of the Principal, instructed by yourself, commenced the examination of the literary classes in the Institution for the Instruction of the Blind, at Brantford, on the 30th of May ultimo, and continued it for three days. Although the examination was held about a week earlier than in the previous year the season was much more advanced—the foliage of the trees in the grounds and around the buildings was fully out and the flowering plants in full bloom. The Institution and its surroundings never looked better, and the same statement may be truthfully made of the interior. The class rooms and corridors were clean and in perfect order, and everything seemed to move along without apparent effort and without friction.

It has been our privilege and duty during the past thirteen years to examine the literary classes here and to note the general work and management of the Institution. It has often been a cause of surprise to us that children deprived of the most important of the senses could, in a brief interval of time, acquire knowledge so extensive, so varied and so accurate. Except in the single department of mathematics (for experimental science is out of the question here) the pupils of the higher classes are the peers of those in the higher forms of the public and the lower forms of the high schools. In subjects depending chiefly on the memory they are probably better. A few years ago one or two pupils took up Latin, French and German, and at least one matriculated with credit at Trinity University. But the experiment was not continued, possibly because it was out of the line of legitimate work and consumed time that might be otherwise more profitably employed. In our opinion the curriculum, as it now stands, is sufficiently extensive.

Of the efficiency of the teaching staff in the literary subjects little need be said—they are all experienced and thoroughly capable instructors, all holding provincial certificates, none lower than the second class grade, and all successful public or public and high school teachers. Of the thoroughness of their work the results of the examinations for years back afford the best evidence. Nor could their number, in our opinion, in any way be reduced without serious injury to the classes and the Institution, always provided the number of pupils is not reduced.

As the object of literary training in this Institution is, we presume, to furnish the pupils with a means of intellectual pleasure and to enable them hereafter to extend their reading rather than to fit them to earn a livelihood—in short to educate them—it follows that, as the end of the course draws near, they should devote themselves to music, to tuning, to basket making and the various employments coming under the supervision of the efficient trade-instructor, and the young ladies in charge of the girl's industrial department. Thus they are enabled to make a start in life with a chance of ultimate success which otherwise they would never have had.

Hence the value of the Institution, hence the invaluable boon it confers upon a class of our people otherwise helpless, and hence, too, the strongest argument for its liberal support by the Province of Ontario. Only those who have seen the inmates at work and at play have observed their growing intelligence, and the tone of general kindliness that prevails, can duly appreciate the utility and the importance of such an establishment.

Of the character of the work done in the literary department the following synopsis of examination results may serve to show:

(*1*) *Mr. Wickens' Classes.*

(*a*) *Arithmetic.*—Class B; 21 members. Compound numbers, fractions, easy questions in percentage. Nearly all the class do "fair" work. About a quarter of them may be classed as "very good." The problems submitted were, as far as possible, of a practical character and were generally solved correctly and with facility.

(*b*) *Reading.*—Class A, 14 members. This class is in two sections. The first section reading Whittier's "Snow Bound," which they do with much taste, good expression and correct emphasis. The second section read Appleton's "Point Print" Reader and do so with facility. The marks obtained show the standing of the class in this subject.

(*c*) *Natural History and Physiology.*—Class A of ten. This is an intelligent class and possesses a very satisfactory knowledge of the subject, showing a fair acquaintance with the bones in the human frame, the muscles and their functions, the digestive and circulatory organs, the structure and functions, and of the mammalia, the classification and habits. The course of digestion and of the circulation was, in each case, correctly traced and the changes effected in the food and blood satisfactorily accounted for.

(*d*) *Writing.*—Class A; 14 members. The writing is marked six per cent. higher than that of last year. The examination consisted of a letter to the Queen congratulating her on attaining her seventy-fifth birthday, a receipted bill of goods and some general writing. The letters were easily read and were in very good form. The rest of the work was also well done—quite equal to the best of former years. The great object in writing, especially for the blind, is legibility, and in testing them this is kept principally in mind. For this class in addition to penmanship its application to the affairs of life is kept in view and hence considerable value is placed on neatness, arrangement and composition. We are pleased to find that constant attention is paid to these matters.

(*e*) *Geography.*—Class A; 15 pupils. Ten have been in this class only one session. The average age seems less than formerly. The examination was confined to the continent, dependencies and islands of Asia, and besides the ordinary map questions which covered the whole of the physical geography of the continent, a very thorough examination was given the class of the different races, their peculiarities, the countries inhabited by them, the different religions, their leading tenets and the countries where they flourish. The class was tested as to their knowledge of the products of Asia, so as to show principally the relation of Canada and Asia commercially. The answering was excellent. The individual examination of each pupil on seven different topics connected with the subject was certainly a severe test, but all did well. There is plenty of evidence of careful, intelligent work in this class. One instance may be mentioned. The pupils have acquired a most correct pronunciation of Asiatic names, a work of no small difficulty. The map in all its parts is perfectly familiar to them and their ability to locate places correctly and quickly, remarkable. The class did so well that the examiner complimented them at the close.

(*f*) *Grammar.*—Class B; 11 pupils. This class has made very fair improvement since last examination, as shown by a comparison of the marks. The examination was, probably, a little more difficult than usual, but the majority did very fair work. The parsing is fair, the correction of errors good, and their general knowledge of the inflections and the construction of sentences very good. They analyse ordinary sentences very well. The character of the teaching is always reflected by a class. This is especially the case in a class of blind pupils where the help from books and private study is exceedingly limited and where nearly all the knowledge acquired is imparted directly by the teacher. With one or two exceptions, dependent on mental peculiarities or defects, the class seems to have done a good year's work. The latest nomenclature is used, so it is seen the teacher keeps abreast of the times.

(2) *Miss Gillin's Classes.*

(*a*) *English Grammar.*—Class A; 10 pupils. This is an important and an intelligent class. The course is analysis of compound and complex sentences, parsing, first five chapters of Earle's Philology and Latin roots. They were thoroughly tested in analysis of extracts, both in prose and verse, and in parsing, and acquitted themselves well. They evinced a competent knowledge of the birth, growth and history of the English tongue and reflected credit on their faithful, painstaking and accomplished teacher.

(*b*) *Geography.* Class B; 18 pupils. This class was examined in the definitions, the sectional map of the United States in detail, also those of South America and the West Indies, and the productions, forms of government, etc., of those countries. The answering was, on the whole, very creditable; most of them could readily find the various states of the Union, give their physical features, principal towns, rivers, mountains, productions, etc. The class had just three weak members, the rest were average or above.

(*c*) *Writing.*—Class D; 20 pupils. This class, on the whole, writes very well. Some write only letters and short words which they form satisfactorily, others write simple sentences and still others write from dictation. If legibility be a test of excellence there are ten excellent writers in the class.

(*d*) *English History.*—25 in the class. Limit from Norman conquest to beginning of "Wars of the Roses." The examination was full and searching. No important event or constitutional change was omitted. The answering was generally accurate and prompt. Much interest was manifested by the class. One pupil obtained the maximum and seven came very near it.

(*e*) *English Literature.*—21 in the class. This has always been an interesting class and an interesting subject admirably taught. The history was reviewed from the beginning as much in detail as time would permit, special attention being paid to the important epochs. Scott's narrative poems, as "The Lay of the Last Minstrel," "The Lady of the Lake" and "Marmion," were partially analysed, the principal scenes, events and characters described and the most striking passages quoted. The Shakespearian play for the year was "Hamlet." The plot of the drama was given, the most remarkable scenes illustrated by quotations and the principal characters described. The eagerness to answer of some, the fear of missing of others, the awakened interest of all, as if search lights were moving through the chambers of the mind, were novel and noteworthy. Four never missed a question in an examination lasting nearly half a day.

(*f*) *Canadian History.*—25 pupils in the class, containing every variety of talent. Eight pupils answered over 98 per cent. of the questions, nine others over 70 per cent. A few were quite low, a result to be expected in such a school. The great wonder is that, considering the very great difficulties that both teacher and pupil have to surmount, such general excellence is attained. The subject of examination was the history of Canada from 1759 to the present time. The questions were so framed that they covered the whole period, but gave particular prominence to the chief events. The pupils have a very good knowledge of the growth of the country, the changes in the form of the constitution, the causes that led to the great events and their results. They have also a fair knowledge of the chief men of Canadian history. The work has been gone over most carefully and with an evident desire to make the pupils have an intelligent idea of their country's history. It might be found advantageous to introduce a few more sketches of noted Canadians, especially those of more modern times.

(*g*) *Arithmetic.*—Class C. The teacher (Miss Gillin) manifests the same interest in the success of her pupils that has always characterized her teaching, whether as teacher of the highest female grade in the Central school of this city, or afterwards as instructor in a collegiate institute or ladies' college. Indeed, this class, as will be seen by comparing the accompanying list of marks with that of previous years, is decidedly better than the average class "C" in arithmetic. The class consists of twenty, nine boys and eleven girls. The grading is better than formerly and the pupils being more uniform in their attainments and ability have produced a better average result. The examination consisted of fifteen questions, from the application of the different tables of weights and measures, to the solution of practical problems, bills of account, and the application of the ordinary rules. The average of the class was 72 per cent., as high a percentage as any class of corresponding age would make in our public schools, with the difference in the part of the seeing pupils that they have the advantage of seeing the problem, and the further advantage that the work being before them, they can correct any errors they may have made. There has always been a desire to make these examinations elevate, if possible, the ideas of the pupils regarding their work, and no attempt to simplify matters that the students might look upon the examination as a mere matter of routine.

(3) *Miss Walsh's Classes.*

(*a*) *Physiology.*—Girls only. This class was examined upon the nervous system, digestion, circulation, respiration and the skin. The questions were based principally upon the public school physiology. In connection with the nervous system the class was examined on the senses of touch, taste, hearing, etc., and in connection with digestion and circulation upon the effects of alcohol. The examination was, as can be seen, a rather extensive one, but the pupils were quite equal to it, and although some of them had only spent a short time each week in the subject, all did remarkably well. There is a remarkable uniformity in this class, not exactly in attainments but in working power. The subject is evidently one in which they take much delight. The use of objects and models has very much increased the interest in the subject, and has made it much more intelligent to them. They were found to have very correct views of the laws of health and the means which should be taken to preserve it.

(*b*) *Reading.*—Class B. There are four subdivisions in this class, each using a different reader. There are five pupils in the "Star" reader, seven in the Fifth reader, three in the Third, and one in the First reader. The class was examined individually, each reading a different section, selected at the moment by the examiner. They were then examined individually; also in spelling, and finally in the meanings of single words and phrases. The reading is excellent. They have been taught to enter fully into the spirit of the selections and then to express it with elegance and force. Great care is taken to secure purity of tone and correctness of pronunciation. There is no rote work. This was proved by putting the finger of the pupil on isolated words. In every case the word was distinguished promptly and accurately. The spelling is very good, and their knowledge of the meaning of words very correct.

(*c*) *Arithmetic.*—Class A. The highest class in this subject is taught by Miss Walsh, who, in addition to a very high professional standing, holds a first-class Normal certificate, is full of the true teacher's spirit, and evidently spares no pains to produce the best results in her pupils. There is evidently no resting on past achievements, for the class, when age and time spent at the subject is considered, is quite up to the excellent standard of former years. Arithmetic is a subject that some persons, who are proficient in other subjects, do poorly in—yet the average of a class of thirteen was 78 per cent. in a set of fourteen questions, comprising examples in analysis, percentage, commission, taxation, interest, mensuration, partnership, and the application of proportion and some other rules. The problems were solved quickly and in a concise manner, showing a thorough understanding of the matter. That there has been no rote teaching was abundantly evident from the work done and the way in which they did it. The desire of the class to excel was very manifest, and the interest in the examination most intense to the very close.

(*d*) *Grammar.*—Class C; 13 pupils. Limits, parts of speech, inflections, indicative mood, tenses, analysing and parsing simple sentences. This class has generally correct notions touching this important branch of knowledge, was able to distinguish readily the parts of speech, knew the inflections well, was fairly well up in the verb as far as taught, could analyize simple sentences and parse correctly. One of them obtained 100 per cent. or full marks, three 90 per cent., and five over 70 per cent, making an average of 75 per cent.

(*e*) *Geography.*—Class D; 15 pupils. Limit, Ontario in detail. The examination was on a dissected map of the province. The pupils, mostly young, showed a pretty thorough acquaintance with the subject, were able to pick out the counties, point out the county towns, find the lakes and important rivers and islands, trace the railways and name the principal cities and towns through which they passed, as well as the counties they traversed. All this they do with much readiness and with a good deal of eagerness. One pupil obtained 98 per cent., eight 84 per cent, making an average altogether of 80 per cent., a pretty fair showing for a class of youngsters deprived of the blessings of sight.

(*f*) *Writing.*—Class C; 21 pupils. The work done here was exceedingly satisfactory.

(4) *Mr. McIntosh's Classes.*

(*a*) *Bible Geography.*—A class of twenty-three pupils of nearly all grades. Right in class as matter of convenience, and not up to the rest. The following was the course pursued in the examination: Pupils were required to trace on the map the four journeys of Paul, describing as they came to them the principal cities, for what each was noted, and the incidents in Paul's life connected with them. The examination showed careful and thorough teaching. The pupils showed great pride in their work, and the class promises to be a most useful one. The instructor has managed to weave into this subject many facts of ancient history, which serve to excite the interest of the pupils.

(*b*) *Geography.*—Class C; 18 pupils. Their session's work had been the Dominion of Canada in detail. Two answered all the questions, six answered over 75 per cent, and the rest did fairly well. The examination covered the Dominion and the several provinces, the location of the cities, towns, rivers, railways, canals, etc. Then followed a description of the products, exports, imports, manufactures, etc. The result was very satisfactory.

(*c*) *Grammar.*—Class D; 14 pupils. The class was pretty thoroughly examined—was able to define accurately the terms used, to analyze simple sentences and parse easy words. Those who were in the class last year did well.

(*d*) *Arithmetic.*—Class D; 16 seniors and 11 juniors. The work is mostly elementary and the answering was generally satisfactory. The teaching appears to have been well done.

(*e*) *Reading.*—Class C; 18 pupils. A good class doing good work. Different books used. Pupils as a whole read fluently, with correct pausing, and emphasis, and good expression.

(*f*) *Writing.*—Class B; 16 pupils. Write quotations. Write with despatch and good form. The average was 85 per cent.

(*g*) *Object Class.*—17 pupils. Different kinds of grain, coal, salt, glass were submitted to the class. The identification was followed by a full description, involving production and uses. They had been fairly well taught.

(5) *Kindergarten—Mrs. Murray, Director.*

There are 12 children in the Kindergarten proper. By the help of the director they were examined in the fifth gift and made several inventions from it. They were also examined in weaving, modelling in clay, sewing and perforating, all of which they do remarkably well. Two motion songs were sung, the motions being natural and well executed, showing careful training. The children also chanted the Lord's prayer, and recited the 23rd Psalm in unison. The examiners were shown the work that had been sent to the Columbian Exposition at Chicago, and was so much admired there. Mrs. Murray is doing excellent work, and is ably sustainining the reputation of the Kindergarten. The pupils here were also examined in easy numbers, in easy questions in mental arithmetic, in counting and in miscellaneous knowledge, and did very well. Also in reading, in which they did very fairly.

(6) *Gymnastics and Calisthenics—Mr. Padden, the Instructor.*

We first witnessed the exercises of twenty girls, arranged according to height in three divisions, who gave an exhibition of marching, bar-bell exercises, and exercises with long poles. The marching was particularly good, and has done very much to improve the manner of walking. The other exercises were also well done and were entered into with great spirit. The second exercise was by sixteen small pupils, chiefly from the Kindergarten. These used wooden dumb-bells and gave about six different exercises, all well done. The third set was composed of ten young men and boys, who gave a good exhibition of parallel bar exercises, vaulting, etc. Mr. Padden is a successful trainer in this line.

During the examination we made several excursions through the fine grounds, including the extensive park in the rear, and were much struck with the number and variety of the trees and their great improvement in recent years. With the expression of our obligations to the principal and his staff for acts of kindness and courtesy we bring our report for 1894 to a close.

Respectfully submitted,

M. J. KELLY,
WILLIAM WILKINSON.

BRANTFORD, 11th July, 1894.

KINDERGARTEN DEPARTMENT.

TORONTO, November 23rd, 1894.

To T. F. CHAMBERLAIN, Esq., M.D.

DEAR SIR,—I was very much pleased with Kindergarten department in the Brantford Blind Institute. The room is a good one, and, as far as I could see, fully equipped with the necessary material.

The Kindergartner is one of the best women who could possibly be selected for the purpose. I also found the work in excellent condition. The children worked intelligently and with wonderful accuracy.

I am glad to report the Kindergarten as doing thorough work.

Yours truly,

MARY E. MACINTYRE,
Inspector of Kindergartens.

MUSICAL DEPARTMENT.

To T. F. CHAMBERLAIN, Esq., M.D.,
Inspector of Asylums, etc.,
Toronto.

HAMILTON, June 4th, 1894

SIR,—I have again the honor of reporting to you the results of an inspection of the music classes in the Ontario Institution for the Blind at Brantford.

Since my last report several of the most advanced pupils have left the Institution to seek their fortune in the world, and as all are finding it more or less successfully through the musical education received in these classes, it forms a practical comment on their value.

But while their loss cannot but be felt in the exhibition of results obtained, the vacant places are being well supplied by younger pupils, and in my experience there has, I think, been no session which has shown such a generally satisfactory advance as the one now closed.

The organ class, which consists of the most advanced students, numbers seven, of whom three are boys, and four girls, the latter holding their own well in the competition; and as this class appears to offer the most available means of ultimate support, it is satisfactory to be able to record its progress.

There is an inevitable difficulty in finding sufficient opportunity for practice on one instrument, but as the only available remedy at present would appear to be making the class smaller it would be worse than the disease.

This class is under the sole management of Mr. Jaques.

The piano classes comprise about fifty pupils in all stages of advancement. Some of these promise in the near future to take a high position as executants, and as I have already remarked, the general progress has been moro satisfactory than within my knowledge ever before.

The singing classes consist of the Kindergarten, with junior and senior general classes. The first named is not large, but appears to be filling its place as a preparatory school, and both its ensemble and solo singing were very pleasant and creditable.

The junior and senior classes sang several part songs and choruses, to which the same commendation may be given. The attack was sharp and clear, the tune steady, and the tone well sustained in pitch and quality.

In connection with these classes some solos were also very well sung by both male and female voices.

The chapel music still retains its old pre-eminence as a model of congregational singing. It is principally in unison, and both musical and thoroughly hearty and enjoyable.

The harmony papers submitted were generally correct and creditable, two being perfect and receiving the highest rating.

The violin class does not appear to make much headway, all the pupils being at present elementary. The most advanced pupil of last year was among those who have left the Institution.

I have again to express my sense of the courtesy and consideration of the principal, and my appreciation of the readiness and fairness with which every suggestion made by me was accepted by all concerned.

All of which is respectfully submitted.

Your obedient servant,

R. S. AMBROSE.

REPORT OF PHYSICIAN.

T. F. Chamberlain, Esq., M.D.,

Inspector of Public Institutions.

In forwarding to you my annual report of the Institution for the Education of the Blind, Brantford, for the year ending September 30th, 1894, I am pleased to say that the health of the inmates during the past year has, on the whole, been good.

During the month of December a mild attack of influenza affected from thirty to forty of the pupils, but none were sufficiently ill to require much treatment.

On the third of last February a servant, the cook of the Institution, between sixty and seventy years of age, fell upon the hardwood floor and fractured the neck of her right femur. Not having facilities in the Institution for the proper management of such cases, she was sent to the John H. Stratford hospital, where the fracture was put up; union took place in the usual time and the result was most satisfactory.

On the tenth of February two of the older male pupils developed well-marked symptoms of whooping-cough within a few days of each other; they were isolated in the hospital ward and cared for by our own nurses for six weeks; both did well.

On the sixth of April one of the housemaids complained of severe, intermittent pain over the region of the heart; I ordered some local applications and rest, but a second attack came on next day which showed her trouble to be *angina pectoris*. Active measures were at once employed to prevent a recurrence of the paroxysms, but without avail, for at six o'clock next morning, while suffering intensely, she sprang from her bed and died in a few moments.

About the tenth of September, three cases of well-marked chicken-pox, occurred on the boys' side, and nine on the girls'; as the disease was mild, and the affected ones had mingled with the other pupils throughout the Institution, we did not deem it necessary to

put them in the hospital ward, but kept them for a few days in a separate dormitory. However, the disease is spreading, and now there are eight male and nine female pupils suffering from the disease or who have passed through it; most of them scarcely knowing that there was anything wrong with them.

We have now in the wards of the John H. Stratford hospital two pupils from the Institution; one female, sixteen years of age, convalescing from typhoid fever, which developed soon after her return here from holidays. The disease evidently was contracted at her own home, around which typhoid fever was then prevalent.

The other is a more unfortunate case. A male pupil, twenty-seven years of age, from the city of Toronto, left the Institution in June for his home in splendid health. He contracted a cold after accidentally falling into the Don river, sometime in the early part of July, and has since been gradually failing in health; he is now in the last stage of acute tuberculosis of the right lung and bowels, and has, to all appearance, but a short time to live.

In closing this report I cannot refrain from mentioning the uniform kindness and attention received by patients sent from this Institution to the John H. Stratford hospital. No hospital that I have visited excels in the attention given to patients in its general wards.

I have the honor to be,

Your obedient servant,

D. MARQUIS.

SPECIAL REPORT OF OCULIST UPON THE CONDITION OF THE EYES OF PUPILS.

T. F. Chamberlain, Esq., M.D.,

Inspector of Public Charities.

Sir,—I have the honor to report that on March 12th and 13th I examined the eyes of the pupils in the Institution for the Blind, 130 in number, two pupils being absent. In all cases requiring ophthalmoscopic examination, atropine was used to facilitate matters.

The following is the classification:

	Males.	Females.
Cataract—congenital and lamellar	11	13
Ophthalmia neonatorum	13	10
Atrophy of optic nerve	10	4
Pigmentary retinitis	6	5
Sympathetic ophthalmia	6	4
Granular ophthalmia	6	3
Injury	5	1
Attributed to scarlet fever	2	3
Corneal opacity	1	3
Myopia with choroiditis	3	1
Microphthalmus	1	2
Detachment of retina	3	..
Irido-choroiditis	1	1
Intra uterine keratitis	..	2
Astigmatism with amblyopia	..	2
Syphilis (hereditary)	.	1
Attributed to measles	..	1
" " diphtheria	1	..
Xerosis	1	..
Undetermined	3	1
	73	57

Cataract caused 24 cases—11 males and 13 females. Twenty-two of these eyes have been operated upon; 16 by needling, 4 by extraction and two which were lost after an unsuccessful operation. Two cases were advised to get glasses, and 9 urged to have an operation. In all suitable cases the pupils suffering from cataract should be strongly advised to undergo an operation as early as possible. Owing to the short time at my disposal I was unable to adjust glasses to those requiring them. There is no characteristic marking of the incisor teeth in any of these cases.

Ophthalmia neonatorum claims 23 victims—13 males and 10 females. Of these 46 eyes, 21 are shrunken; in 19 there is opacity of the cornea with anterior synechia or staphyloma, showing that there has been perforation of the cornea; opacity of cornea in 2, opacity of cornea and lens and flaccid ball 2, opacity of cornea (central) with anterior polar cataract 1, removed 1. I would draw special attention to the prevalence of this form of blindness, inasmuch as most countries have introduced legislation for its prevention.

Atrophy of the optic nerve is the cause of 14 cases—10 males and 4 females. Of these, 6 are reported as born blind, two of whom are brothers; 6 others became blind under ten years of age. The parents are reported as "cousins" in two cases. The term "cousin" is elastic and it is difficult to ascertain whether first cousins are meant or a more distant relationship.

Of the 11 cases of pigmentary retinitis, four belong to one family and two to another, so the 11 cases represent 7 families. In four of these families the parents were "cousins."

Sympathetic ophthalmia caused 10 cases—6 males and 4 females. In 8 of these there is a history of perforating wound. One is reported as having received a blow and one was burned. The period which elapsed between the time of the injury and the commencement of sympathetic trouble varied from one week up; in one case the sound eye has gradually failed for 10 years.

The present condition of the 20 eyes is:

Injured eyes—Removed		5
	Opacity of cornea and staphyloma	3
	Shrunken	2
Sympathizing eyes—Adhesions between iris and lens, flaccid ball		6
	Removed	2
	Shrunken	1
	Myopic astigmatism	1

The eye with myopic astigmatism belongs to the case in which the left eye was burned and subsequently removed; it is not properly classed as sympathetic. The 9 cases of granular ophthalmia are reported as showing the disease at the following ages: two within the first year, one at 5 years, one at 6, one each at 8, 10, 12, 13 and 16 years. Of these 18 eyes the cornea is more or less opaque in 14, in addition to which entropion occurs eight times, while 3 show distinct pannus; 3 eyes are shrunken and 1 removed.

I must again thank Principal Dymond and Dr. Marquis for their kind assistance.

I have the honor to be,

Your obedient servant,

A. B. OSBORNE, M.D.

ONTARIO INSTITUTION FOR THE BLIND.

Statistics for Year ending 30th September, 1894.

I.—Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending September 30, 1872	20	14	34
" for year ending 30th September, 1873	44	24	68
" " " 1874	66	46	112
" " " 1875	89	50	139
" " " 1876	84	64	148
" " " 1877	76	72	148
" " " 1878	91	84	175
" " " 1879	100	100	200
" " " 1880	105	93	198
" " " 1881	103	98	201
" " " 1882	94	73	167
" " " 1883	88	72	160
" " " 1884	71	69	140
" " " 1885	86	74	160
" " " 1886	93	71	164
" " " 1887	93	62	155
" " " 1888	94	62	156
" " " 1889	99	68	167
" " " 1890	95	69	164
" " " 1891	91	67	158
" " " 1892	85	70	155
" " " 1893	90	64	154
" " " 1894	84	66	150

II.—Age of pupils.

——	No.	——	No.
Seven years	2	Eighteen years	13
Eight "	2	Nineteen "	5
Nine "	9	Twenty "	6
Ten "	6	Twenty-one "	9
Eleven "	7	Twenty-two "	3
Twelve "	10	Twenty-three years	6
Thirteen "	10	Twenty-four "	2
Fourteen "	7	Twenty-five "	1
Fifteen "	11	Over twenty-five years	20
Sixteen "	7		
Seventeen years	11	Total	150

III.—Nationality of parents.

——	No.	——	No.
American	6	German	2
Canadian	58	Norwegian	1
Danish	1	Scotch	25
English	32	Wendish	1
Irish	15		
French	9	Total	150

IV.—Denomination of parents.

——	No.	——	No.
Baptist	10	Lutheran	1
Congregational	1	Methodist	45
Children of Peace	1	Presbyterian	30
Disciples	1	Roman Catholic	18
Episcopalian	40	Salvationist	2
Friends	1	Total	150

V.—Occupation of parents.

——	No.	——	No.
Agents	4	Marble-worker	1
Banker	1	Merchants	10
Blacksmiths	5	Physician	1
Bricklayer	1	Painters	4
Butcher	1	Printers	1
Carpenters	3	Stonemasons	2
Carriage-builder	1	Shoemakers	2
Clerks	1	Tailors	3
Cabinetmakers	3	Tanner	1
Locomotive fireman	1	Teamster	1
Farmers	50	Tinsmith	1
Gardeners	4	Tradesman	1
Hotel-keepers	4	Unknown	8
Inland Revenue officers	2		
Laborers	32	Total	150
Mechanic	1		

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1894.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	1	..	1	County of Middlesex	1	3	4
City of Belleville	. .	1	1	District of Muskoka	. .	..	. .
County of Brant	2	2	4	" Nipissing		1	1
City of Brantford	3	. .	3	County of Norfolk	1	1	2
County of Bruce	2	3	5	" Northumberland	.	1	1
" Carleton	. .	. .	. .	" Ontario	. .	3	3
" Dufferin	1	. .	1	City of Ottawa	6	. .	6
" Dundas	1	2	3	County of Oxford	1	. .	1
" Durham	1	. .	1	" Peel	. .	1	1
" Elgin	2	3	5	" Perth	. .	. .	. .
" Essex	3	6	9	" Peterborough	1	1	2
" Frontenac	.	. .	. .	" Prince Edward	2	..	2
" Glengarry	2	. .	2	" Prescott	. .		. .
" Grenville	. .	1	1	" Renfrew	1	3	4
" Grey	2	2	4	" Russell	1	. .	1
City of Guelph	1	..	1	City of St. Catharines	. .	. .	.
County of Haldimand	1	2	3	" St. Thomas	1	2	3
" Haliburton	1	. .	1	" Stratford	. .	. .	. .
" Halton	. .	. .	. .	County of Simcoe	3	3	6
City of Hamilton	2	4	6	" Stormont	. .	1	1
County of Hastings	. .	1	1	City of Toronto	19	7	26
" Huron	2	2	4	County of Victoria	1	1	2
City of Kingston	2	. .	2	" Waterloo	. .	. .	. .
County of Kent	1	. .	1	" Welland	1	1	2
" Lambton	6	2	8	" Wellington	1	1	2
" Leeds	3	..	3	" Wentworth	1	1	2
" Lanark	2	..	2	" York	2	4	6
" Lennox	. .	..	. .	Northwest Territory	. .	. .	. .
" Lincoln	..	..	..				
City of London	. .	. .	. .	Total	84	66	150

VII. – Cities and counties from which pupils were received from the opening of the Institute till 30th September, 1894.

County or city.	Male.	Female.	Total.
District of Algoma	1	1	2
City of Belleville	3	1	4
County of Brant	7	5	12
City of Brantford	12	7	19
County of Bruce	6	11	17
" Carleton	2	1	3
" Dufferin	1	1	2
" Dundas	3	3	6
" Durham	2	3	5
" Elgin	4	4	8
" Essex	7	16	23
" Frontenac	5	2	7
" Gleugarry	7		7
" Grenville	2	2	4
" Grey	7	10	17
City of Guelph	2	2	4
County of Haldimand	4	5	9
" Halton	6	1	7
City of Hamilton	10	11	21
County of Hastings	5	4	9
" Huron	8	9	17
City of Kingston	5	4	9
County of Kent	7	4	11
" Lambton	12	3	15
" Leeds	11	1	12
" Lanark	2	2	4
" Lennox	3	1	4
" Lincoln	3	3	6
City of London	8	8	16
District of Nipissing	1	1	2
County of Middlesex	8	9	17
District of Muskoka	3	.....	3
County of Norfolk	7	7	14
" Northumberland	2	8	10
" Ontario	6	7	13
City of Ottawa	13	1	14
County of Oxford	4	3	7
" Peel	1	1	2
" Perth	2	8	10
" Peterborough	10	3	13
" Prince Edward	5	2	7
" Prescott	1	.....	1
" Renfrew	7	5	12
" Russell	2	1	3
City of St. Catharines	2	.....	2
" St. Thomas	3	2	5
" Stratford	2	.....	2
County of Simcoe	7	10	17
" Stormont	1	.....	1
City of Toronto	39	21	60
County of Victoria	6	2	8
" Waterloo	5	3	8
" Welland	5	3	8
" Wellington	10	7	17
" Wentworth	7	8	15
" York	16	13	29
Province of Quebec	2	.....	2
Northwest Territory	.....	1	1
United States	1	.....	1*
Total	336	251	587

* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1894.

County or city.	Male.	Female	Total.	County or city.	Male.	Female.	Total.
District of Algoma	1	...	1	County of Middlesex	1	2	3
City of Belleville	1	1	2	District of Muskoka	.....	.....	.....
County of Brant.....	2	2	4	" Nipissing.....	.....	1	1
City of Brantford	3	...	3	County of Norfolk.....	1	1	2
County of Bruce	.....	3	3	" Northumberland ..	.....	1	1
" Carleton..... ...	.....	.....	.. ..	" Ontario	.....	2	2
" Dufferin.....	1	.... .	1	City of Ottawa.....	6	.....	6
" Dundas	.... .	2	2	County of Oxford	1	.....	1
" Durham	1	.....	1	" Peel.....	.. ...	1	1
" Elgin.....	1	1	2	" Perth	.....	.....	.
" Essex	2	7	9	" Peterborough	1	1	2
" Frontenac	.....	.....	.... .	" Prince Edward	.....	.....	.....
" Glengarry	.....	.....	. ....	" Prescott	....	.. ...	.... .
" Grenville	.....	1	1	" Renfrew....	1	3	4
" Grey	2	2	4	" Russell	1	. .	1
City of Guelph	1	..	1	City of St. Catharines	.....	.....	.....
County of Haldimand	1	2	3	" St. Thomas.. ..	1	2	3
" Haliburton	1	. .	1	" Stratford	.....	.....	.....
" Halton	.....	.....	.....	County of Simcoe	3	1	4
City of Hamilton.....	2	4	6	" Stormont	....	1	1
County of Hastings	.....	.....	. ..	City of Toronto	16	9	25
" Huron	1	.....	1	County of Victoria	1	1	2
City of Kingston	2	.....	2	" Waterloo	.....	....	
County of Kent	1	1	2	" Welland.....	1	1	2
" Lambton	3	2	5	" Wellington	.....	1	1
" Leeds	3	...	3	" Wentworth	1	1	2
" Lanark.....	2	.....	2	" York.....	2	2	4
" Lennox.....	...	....	.....				
" Lincoln.....	....	.....	.....	Total	68	58	126
City of London	....	.....	.....				

Maintenance Expenditure.

For the year ending 30th September, 1894, compared with preceding year.

Item.	Service.	Year ending 30th September, 1893.			Year ending 30th September, 1894.		
		Total expenditure, 1893.	Weekly cost per pupil.	Yearly cost per pupil.	Total expenditure, 1894.	Weekly cost per pupil.	Yearly cost per pupil.
		$ c.	$ c. m.	$ c.	$ c.	$ c. m.	$ c.
1	Medicines and medical comforts ..	236 21	3 4	1 76	197 48	2 8	1 49
2	Butchers' meat, fish and fowls	3,032 20	43 5	22 63	2,910 16	43 9	22 04
3	Flour, bread and biscuits.....	750 00	10 7	5 60	618 69	9	4 68
4	Butter and lard.....	1,147 27	16 4	8 51	1,313 39	19 1	9 95
5	Groceries	1,822 66	26 5	13 60	1,832 75	26 8	13 96
6	Fruit and vegetables	389 48	5 6	2 90	365 00	5 3	2 78
7	Bedding, clothing and shoes.....	842 54	12	6 28	763 52	11 1	5 78
8	Fuel, coal and wood.	3,385 15	48 6	25 26	2,766 13	40 2	20 95
9	Light, gas and oil.....	844 61	12 1	6 30	742 73	10 8	5 62
10	Laundry soap and cleaning	279 85	4	2 08	325 00	4 7	2 46
11	Furniture and furnishings.... ..	327 44	4 6	2 34	426 72	6 2	3 23
12	Farm, garden feed and fodder	841 55	12 1	6 28	1,055 84	15 3	7 99
13	Repairs and alterations	401 26	5 7	2 99	750 99	10 9	5 68
14	Advertising, printing, stationery and postage.....	650 14	9 3	4 85	858 20	12 5	6 50
15	Books, apparatus and appliances..	578 83	8 2	4 26	1,000 57	14 5	7 58
16	Miscellaneous, unenumerated.....	1,625 64	29 3	15 27	1,364 07	19 4	10 30
17	Sittings at church and rent of water hydrants	420 00			420 00	6 1	3 18
18	Salaries and wages	17,390 72	2 49 4	129 70	17,532 84	2 55 4	132 82
	Totals	34,954 55	5 01 6	260 85	35,344 69	5 14 9	267 76

Average number of pupils in 1893, 134.
" " 1894, 132.